

Teaching Idioms through Songs in ELT: A Multimodal Case Study

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Received: May 14, 2026; **Accepted:** June 04, 2026; **Published:** June 07, 2026

Abstract

This study explores the effectiveness of incorporating music into English language teaching (ELT) to address the diverse learning styles and motivations of preparatory cycle students. Using the song “Roar” by Katy Perry as a case study, the research focuses on teaching idioms through a pilot study involving 22 students. A mixed-methods approach was employed, combining quantitative analysis with focus group discussion. Students were administered a pre-test and post-test to measure their comprehension and retention of idioms. The results showed a significant improvement in scores, indicating that the use of songs is an effective strategy for teaching idioms. Furthermore, focus group discussions revealed increased motivation and participation. This study demonstrates how integrating songs can address students’ diverse learning styles and preferences, enhancing the inclusivity of English language teaching.

Keywords: ELT, songs, idioms, learning styles, inclusivity

1. Introduction

1.1. Background to the Study

Multimodality, as a framework, encompasses various modes of communication-linguistic, visual, auditory, and spatial-which work together to convey meaning (Kress & van Leeuwen, 2006). In English Language Teaching (ELT), integrating multimodal approaches can enhance student engagement and comprehension, especially in understanding certain concepts such as idiomatic expressions. Research indicates that students often struggle with idioms due to their abstract nature, which can be addressed through multimodal strategies that cater to different

learning styles (Mayer, 2009; Siegel, 2014). The rise of digital media further emphasizes the need for multimodal literacy in the classroom (Jewitt, 2008).

1.2. Statement of the Problem

Traditional approaches to teaching idiomatic expressions often overlook the diverse needs of learners, leading to disengagement and a lack of understanding. Many teachers rely heavily on textual explanations without incorporating other modes of representation, making it difficult for students to connect idiomatic expressions to real-life contexts. This study seeks to investigate the effectiveness of a multimodal approach—specifically, the integration of music—in improving students' grasp of idioms in English.

1.3. Research Objectives

In order to address the research gap identified above, this study pursues the following objectives:

- ❖ Evaluate the effectiveness of using “Roar” as a multimodal resource in enhancing students' understanding of idiomatic expressions.
- ❖ Assess the impact of multimodal teaching strategies on student engagement and language skills improvement.
- ❖ Explore how different learning preferences (auditory, visual, kinesthetic) influence students' interactions with multimodal resources.

1.4. Research Questions

To guide this investigation, the following research questions were formulated.

- ❖ How effective is the video as a multimodal resource in enhancing students' understanding of idiomatic expressions in English?
- ❖ What impact do multimodal teaching strategies have on student engagement and language skills improvement within an ELT context?
- ❖ In what ways do different learning preferences influence students' interactions with multimodal resources in the classroom?

2. Literature Review

2.1. Multimodal Teaching

Multimodal teaching utilizes various forms of communication—such as images, audio, and video—to enhance language learning (Kress & van Leeuwen, 2006). This approach is

particularly effective for abstract language features like idioms, as it provides multiple entry points for comprehension (Mayer, 2009; Siegel, 2014). The integration of multimodal resources in English language teaching (ELT) aligns with the increasing prevalence of digital media in classrooms, which demands new forms of literacy (Jewitt, 2008). By presenting information through different modes, multimodal teaching can address the limitations of traditional, text-based instruction and create a more engaging learning environment.

The use of multimodal resources directly supports the teaching of idioms, which are often challenging for learners due to their figurative meanings and lack of direct translation (Liu, 2008). Presenting idioms through a combination of audio (songs), visual (videos), and kinesthetic (classroom activities) modalities provides the necessary context and engagement for deeper understanding.

Idioms are a significant challenge in language learning because their meanings cannot be inferred from the literal definitions of their components (Liu, 2008). Traditional methods, such as memorization and isolated practice, often result in poor retention and limited use (Cooper, 1999). Recent research advocates for contextualized and multimodal instruction, which situates idioms within meaningful, authentic contexts (Boers et al., 2017). This approach not only aids comprehension but also encourages active use of idiomatic expressions in speech and writing.

Contextualized idiom instruction is enhanced when delivered through music and visual media. For example, using a song like “Roar” by Katy Perry embeds idiomatic expressions within a narrative that is both engaging and memorable, thus bridging the gap between theory and practice.

Music is widely recognized as a powerful pedagogical tool in language education (Sadiqzade, 2024). Songs provide authentic language input, reinforce vocabulary, and improve pronunciation (Medina, 1993; Murphey, 1992). When songs contain idiomatic language, they serve the dual purpose of teaching both vocabulary and figurative expressions (Paquette & Rieg, 2008). The rhythmic and repetitive nature of music aids memory retention, while the emotional and cultural context of songs increases motivation and engagement.

The use of music in ELT exemplifies a multimodal approach, as it combines auditory, visual, and sometimes kinesthetic elements (through activities like singing or acting). This not only makes language input more accessible but also aligns with inclusive teaching practices by addressing different learning preferences.

Learners bring diverse preferences to the classroom, including auditory, visual, kinesthetic, and social modalities (Fleming & Mills, 1992). Inclusive teaching strategies that address these differences can lead to higher engagement and better learning outcomes (Dunn & Dunn, 1993). By making use of multimodal resources such as songs, videos, and group activities, instruction can be tailored to meet the needs of all learners.

The case study involving the song demonstrates how a multimodal, music-based lesson can engage auditory learners (through listening), visual learners (through video and imagery), kinesthetic learners (through movement and acting), and social learners (through group discussion).

2.2. Motivation and Affective Factors in Language Learning

Motivation is a critical factor in language acquisition (Dörnyei, 2001). Integrating authentic, culturally relevant materials like popular songs can boost both intrinsic and extrinsic motivation (Ushioda, 2011). The positive emotional response to music, as seen in the study, aligns with Gardner's (1985) assertion that affective factors significantly influence language-learning success. The observed increase in participation and enthusiasm among students after the intervention demonstrates the motivational benefits highlighted in the literature.

2.3. The Role of Authentic Materials in ELT

Authentic materials—resources like songs, films, news articles, and advertisements created for real-world purposes rather than language instruction—provide learners with direct exposure to genuine language use, including natural speech patterns, idiomatic expressions, and cultural references (Gilmore, 2007). In the context of this article, the integration of Katy Perry's "Roar" as an authentic song enabled students at the Military Academy to encounter idioms and figurative language as they are used in contemporary English, rather than through contrived textbook examples. This exposure is especially significant for military students, who may be required to interpret idiomatic English in diverse professional and intercultural situations.

The study demonstrates that using the multimodal resource not only facilitated the understanding and retention of idioms but also made the lesson more relevant and engaging for students. The authenticity of the material provided a meaningful context for language use, as students reflected on themes of empowerment and resilience—concepts that resonate with their own experiences in a demanding training environment. This relevance increased student motivation and participation, as evidenced by both the improved post-test scores and qualitative feedback from the focus group¹. Furthermore, authentic materials like "Roar" foster cultural

awareness, allowing students to explore the values, beliefs, and social practices embedded in the target language (Guariento & Morley, 2001). Thus, the article's approach aligns with research advocating for authentic input to promote both linguistic competence and intercultural understanding.

The effectiveness of authentic materials is amplified when learners engage with them collaboratively. In the case study, students discussed the lyrics, shared interpretations, and acted out idioms together, transforming the authentic material into a springboard for meaningful social interaction and deeper learning.

2.4. Collaborative and Social Learning

Collaborative and social learning, grounded in Vygotsky's (1978) sociocultural theory, emphasizes that knowledge is constructed through social interaction and dialogue. The article's methodology incorporated group activities such as lyric discussions and role-playing idioms, creating opportunities for students to negotiate meaning, scaffold each other's understanding, and co-construct new knowledge. This was particularly effective for challenging language features like idioms, where peer explanations and diverse perspectives facilitated deeper comprehension (Swain, 2000).

The focus group data from the article highlight the transformative impact of collaborative learning: auditory learners benefited from group singing and listening, visual learners from shared analysis of the music video, kinesthetic learners from acting out idioms, and social learners from peer discussions¹. Students reported that discussing the song's lyrics and idioms with classmates made learning more enjoyable and memorable, while reflective learners valued the opportunity to process new expressions through group dialogue before internalizing them.

Collaborative engagement with authentic materials like the selected song allowed students to experience language as a dynamic, social practice. By interpreting the song's idioms and themes together, learners not only improved their linguistic skills but also developed cultural insights and interpersonal competencies essential for real-world communication.

3. Methodology

This section details the research design, participant selection, instruments, procedures, and evaluation criteria used to investigate the impact of integrating the song into English language teaching for preparatory cycle students at the Military Academy.

3.1. Corpus Description

The study was conducted with 22 preparatory cycle students at the Military Academy. The participants were first-year preparatory cycle students aged between 18 and 20 years old. Their average English proficiency corresponded approximately to the A2-B1 levels of the Common European Framework of Reference for Languages (CEFR). Students attended three English classes per week, with each session lasting approximately 90 minutes. The intervention based on the song was implemented over two sessions (approximately three hours in total). Outside the classroom, students were encouraged to listen to the song independently and review the idiomatic expressions introduced during the lessons.

Each participant completed both a pre-test and a post-test designed to assess their English language skills, with a particular focus on the use of idiomatic expressions. Both the pre-test and post-test were administered as written tasks. In the pre-test, students were asked to write about a memorable personal experience, while in the post-test, students reflected on the themes of empowerment and resilience found in the song “Roar,” incorporating the idiomatic expressions introduced during the intervention. The research design followed a one-group pre-test post-test quasi-experimental structure, meaning there was no control group and all participants received the same intervention. This intervention consisted of explicit instruction on idioms using “Roar” as a multimodal resource. The direct comparison of student performance before and after the intervention enabled an evaluation of its effectiveness. To complement the quantitative data, a focus group discussion was conducted with a subset of six students. This qualitative component provided deeper insight into students’ perceptions, engagement, and learning preferences, enriching the overall understanding of how different types of learners interacted with the intervention.

3.2. Identification of Participant Traits

To understand the diversity of learning preferences among participants, each student completed a brief learning style inventory at the outset of the study. This inventory, adapted from Fleming and Mills’ VARK model, was designed to identify the sensory modalities through which students most effectively process information. The VARK model classifies learners as visual, auditory, read/write, or kinesthetic, based on whether they prefer to learn through seeing, hearing, reading/writing, or physical activity (Fleming & Mills, 1992).

In this study, students were invited to self-identify as auditory, visual, kinesthetic, reflective, social, or mixed learners according to their preferred ways of engaging with new material. The results of this inventory were then used to guide the selection of focus group participants, ensuring that each learning preference category was represented. This approach allowed for an analysis of how the intervention addressed the needs of different learner types, as reflected in both the quantitative outcomes and the qualitative feedback.

3.3. Test Content and Evaluation Rubrics

Both the pre-test and post-test were written assessments. Students were instructed to write either a short narrative or a reflective piece, with a specific focus on using idiomatic expressions relevant to the lesson. The evaluation of student responses was based on four key criteria: fluency, coherence, vocabulary use, and error analysis. Fluency referred to the smoothness and flow of the written narrative or reflection. Coherence addressed the logical organization and clarity of ideas. Vocabulary use measured the range and appropriateness of vocabulary, with particular attention to the correct and contextually appropriate use of idiomatic expressions. Error analysis focused on accuracy in grammar, spelling, and idiom usage. Each criterion was assigned equal weight, and the total score reflected the overall quality of the written product. These rubrics were developed according to established language assessment frameworks to ensure a comprehensive and balanced evaluation of student performance.

The pre-test and post-test prompts are included in the Appendix section of this article (Appendix A and Appendix B).

3.4. Validation of Instruments

Prior to the main study, the pre-test and post-test were piloted with five preparatory-cycle students who shared similar characteristics with the target population but did not participate in the final study. The pilot phase aimed to evaluate the clarity of the instructions, the appropriateness of the tasks, and the effectiveness of the assessment rubric.

Based on the students' feedback, several modifications were made. The instructions were simplified to avoid ambiguity, examples of expected responses were clarified during administration, and rubric descriptors related to idiom use were refined to ensure more consistent scoring. These revisions contributed to improving the validity and reliability of the instruments before their use in the main study.

3.5. Quantitative and Qualitative Procedures

The quantitative procedure began with the administration of the pre-test before any intervention. Students then participated in lessons centered on the video, which included listening to the song, analyzing the lyrics, discussing idioms, and engaging in related classroom activities. The post-test was administered after the intervention, requiring students to reflect on the song's themes and use idioms in their written responses. The scores from both tests were compared to measure improvement in language skills.

For the qualitative procedure, a focus group discussion was held with six students, selected to represent the range of learning preferences identified in the initial inventory. The discussion explored how auditory, visual, kinesthetic, reflective, and social learners experienced the intervention, with students providing feedback on which aspects of the lesson were most effective for their learning style. This qualitative data enriched the quantitative findings by providing context and depth to the observed outcomes.

4. Results

Quantitative data from the pre- and post-tests were analyzed to determine the effectiveness of the intervention. Qualitative data from the focus group were thematically analyzed to provide contextual understanding of students' engagement and perceptions.

4.1. Analysis of Results

The analysis of the pre-test and post-test scores of the 22 participants shows a clear improvement in their language skills after the intervention. Table 1 presents the individual pre-test and post-test scores for all participants. As Table 1 shows, every participant achieved a higher score in the post-test than in the pre-test, indicating a positive trend following the multimodal intervention.

To evaluate the effectiveness of the intervention, the scores from both the pre-test and post-test were analyzed. The mean scores provide a clear indication of overall performance before and after the exposure to the thematic video. The calculations are as follows:

Mean Scores:

Pre-Test Mean: The average score for the pre-test was calculated as follows:

Mean Pre-test = $\text{Sum of Pre-Test Scores} / N = 110 / 22 = 5.0$

Post-Test Mean: The average score for the post-test was determined in the same way.

Mean Post-Test= Sum of Post-Test Scores/N= 179/22=8.14

Mean Difference Calculation: To assess the change in scores, the mean difference was calculated to highlight the improvement in language skills.

Mean Difference=Post-Test Mean-Pre-Test Mean= 8.14-5.0=3.14.

The analysis reveals that the mean score improved from 5.0 in the pre-test to 8.14 in the post-test. This increase suggests a possible positive impact of the intervention involving the song. The mean difference of 3.14 indicates that the students' language skills significantly improved after engaging with the video and discussing its themes.

Table 1. Participants' Pre-Test and Post-Test Scores

Participants	Pre-test score	Post-test score
1	4	8
2	6	9
3	5	8
4	3	7
5	6	10
6	7	9
7	5	8
8	4	6
9	6	8
10	5	7
11	3	6
12	6	9
13	7	9
14	4	8
15	5	7
16	2	5
17	6	8
18	4	6
19	5	8
20	3	5
21	6	10
22	7	9

However, the findings should be interpreted cautiously because the study employed a one-group pre-test/post-test design without a control group. Consequently, while the improvement in scores suggests that the intervention may have positively influenced students' understanding and use of idiomatic expressions, the study cannot conclusively establish that this approach is more effective than other teaching methods. The findings should therefore be considered exploratory rather than definitive.

4.2. Focus Group Discussion: Exploring Learning Preferences

To further investigate the impact of using the song in the classroom, a focus group discussion was conducted with six students representing a range of learning preferences: auditory, visual, and kinesthetic. The purpose was to explore how these preferences influenced their engagement with the lesson on idioms. By analyzing their responses, this section provides insights into how diverse learners interacted with the material and the effectiveness of incorporating music into the English Language Teaching (ELT) process. Below is a breakdown of the key observations from the focus group, illustrating how each type of learner benefited from the intervention.

Ahmed, an auditory learner, expressed that hearing the song repeatedly helped him internalize idiomatic expressions. He noted, "The rhythm and repetition of the lyrics made the idioms stick in my mind." His engagement with the material increased, as he found it easier to grasp meanings by associating idioms with the melody and tone of the song. This aligns with the strength of auditory learners, who benefit from listening to sounds and verbal information to enhance their understanding.

Fatma, a visual learner, highlighted how the accompanying video of Roar and the in-class visual aids helped her contextualize idioms. She mentioned, "Seeing the video made it easier to connect the idioms to real-life situations." Visual learners like Fatma prefer diagrams, videos, and written content to support their learning, making the integration of multimedia an essential aspect of the lesson for students with similar preferences.

Khaled, who identifies as a kinesthetic learner, expressed how the physical movement during the classroom activities helped reinforce the idioms. "The group activities where we acted out the idioms made them much more memorable," he explained. Kinesthetic learners thrive through hands-on activities, so incorporating movement into lessons enhances their engagement and retention.

Amira found that a combination of listening to the song and watching the video increased her understanding. “Both the music and the visuals helped me connect the idioms to emotions and situations,” she said. As a mixed learner, Amira benefited from both auditory and visual stimuli, highlighting the importance of addressing multiple learning preferences in teaching strategies.

Mohamed, a reflective learner, noted that discussing the song’s lyrics and themes in class helped him think more deeply about the idioms. “I needed time to reflect on the meaning before I fully understood how to use the idioms,” he shared. Reflective learners require time to process information internally, and Mohamed’s feedback demonstrates the value of integrating discussions and personal reflections into language lessons.

Sana, a social learner, enjoyed working in groups and discussing the idioms with her peers. “Talking with my classmates about the song’s lyrics and idioms made learning fun and helped me remember them better,” she said. Social learners like Sana excel when working in collaborative environments, benefiting from group discussions and peer interactions.

The focus group discussion revealed that incorporating the video into the lesson on idioms catered to a variety of learning preferences. Auditory learners gained from the song’s melody, visual learners from its video and related materials, kinesthetic learners through classroom activities, and social learners through group work. This highlights the importance of using diverse teaching methods to create an inclusive learning environment, where students’ individual preferences and strengths are acknowledged and addressed.

The results of the focus group are summarized in Table 2, which presents each learner type, the way students engaged with the “Roar” lesson, and the feedback they provided regarding their learning experience.

Table 2. *Learner Types and Engagement*

Learner Type	Student	Engagement with “Roar” Lesson	Feedback
Auditory	Ahmed	Benefited from listening to the song repeatedly	“The rhythm and repetition made the idioms stick in my mind.”
Visual	Fatma	Benefited from the video and visual aids	“Seeing the video made it easier to connect the idioms to real-life situations.”
Kinesthetic	Khaled	Benefited from physical movement during activities	Acting out the idioms made them more memorable.
Mixed	Amira	Benefited from both audio and visual components	Both the music and visuals helped connect idioms to emotions and situations.
Reflective	Mohamed	Benefited from class discussions and personal reflection	I needed time to reflect on the meaning before I fully understood how to use the idioms.
Social	Sana	Benefited from group discussions and peer interactions	Talking with classmates made learning fun and helped me remember the idioms better.

To provide a broader overview of the findings, Table 3 summarizes the main benefits observed for each learning preference together with the teaching strategies that appeared most effective for supporting those learners.

Table 3. Summary of Key Findings by Learning Preference

Learning Preference	Observed Benefit	Teaching Strategy Highlighted
Auditory	Increased engagement through repetition	Incorporate songs or verbal information for better retention.
Visual	Enhanced understanding via visuals	Use videos, diagrams, and other visual aids.
Kinesthetic	Improved retention through physical activity	Integrate hands-on activities and movement in lessons.
Mixed	Engaged through multiple stimuli	Combine auditory and visual components for comprehensive learning.
Reflective	Deeper understanding with reflection	Allow time for personal reflection and discussion.
Social	Enhanced learning in a group setting	Promote group work and peer discussions for better engagement.

5. Discussion

The analysis of the pre-test and post-test scores provides a clear reflection of the significant improvement in students' language skills after incorporating the selected song into the lesson. The increase in mean score from 5.0 (pre-test) to 8.14 (post-test), with a mean difference of 3.14, underscores the effectiveness of using music to enhance the teaching of idioms. This marked improvement demonstrates how diverse learning strategies can positively influence student performance in English Language Teaching (ELT), particularly when addressing idiomatic expressions, which are often difficult for learners to grasp.

The focus group discussion further supports these findings by offering insights into how different learning preferences played a role in the students' engagement and comprehension. Ahmed, who identified as an auditory learner, attributed his success to the repetitive nature of the song. His feedback directly aligns with the post-test results, showing that auditory learners benefit from continuous exposure to verbal stimuli. The rhythm and melody of the song likely helped Ahmed and others internalize idiomatic expressions more effectively than through traditional methods. This emphasizes the importance of catering to auditory learners by incorporating listening activities into language lessons.

Fatma, a visual learner, confirmed that the accompanying video helped her contextualize the idioms. The improvement in her scores reflects how visual aids can enhance the understanding

of abstract language concepts. For learners like Fatma, associating idioms with vivid, relatable images—such as those in the "Roar" video—bridged the gap between memorization and real-life application. The visual stimuli likely facilitated her ability to recall idiomatic expressions during the post-test, showing that visual learners benefit from multimedia integration.

Khaled's preference for hands-on learning, specifically through classroom activities where idioms were acted out, reveals another layer of the lesson's effectiveness. His post-test improvement aligns with the finding that kinesthetic learners, who learn by doing, can grasp language concepts more fully when movement and physical interaction are integrated into the learning process. This suggests that combining music with active learning strategies, such as role-playing or mimicking idioms, can significantly enhance language retention for kinesthetic learners.

Amira, a mixed learner, showed improvement by responding to both auditory and visual elements. Her ability to connect idioms with emotional and situational cues through the music and visuals reinforces the idea that addressing multiple learning styles simultaneously can be particularly effective. The results of her post-test improvement reflect the flexibility of mixed learners, who benefit from a variety of stimuli, confirming that a multimodal approach is an inclusive teaching strategy.

For Mohamed, a reflective learner, the structured discussions and time for internal processing were crucial to his understanding of the idioms. His post-test improvement suggests that reflective learners benefit from opportunities to think deeply about the material. The success of this approach indicates that balancing the introduction of new content with reflection time is essential for learners who need to process language more slowly to fully internalize it.

Sana, a social learner, attributed her improvement to group discussions and peer interaction. Her active participation in collaborative tasks likely contributed to her enhanced post-test scores, reflecting how social learners thrive in environments that encourage communication and shared learning. Her experience highlights the importance of incorporating group activities into ELT to foster deeper understanding and retention through social interaction.

The improvement in the post-test scores across all participants demonstrates the success of the intervention. The integration of Katy Perry's song "Roar" not only made the lesson more engaging but also addressed the diverse needs of the students. The steady improvement in scores from the pre-test to the post-test demonstrates that students, regardless of their learning

preferences, benefited from the varied teaching methods used in the lesson. This increase highlights the effectiveness of incorporating different instructional strategies to meet diverse learning needs.

The results emphasize the importance of using multiple approaches in English Language Teaching (ELT). By blending auditory, visual, kinesthetic, reflective, and social elements, the lesson created an inclusive environment where all students could succeed. The mean score increase of 3.14 points reflects the positive effect of aligning teaching methods with students' natural learning styles. When teaching is tailored to individual preferences, language acquisition becomes more effective.

Feedback from the focus group provided additional insights, showing that this multimedia approach played a key role in the students' improvement. The results suggest that integrating music with other teaching techniques not only boosts motivation but also enhances language skills in a classroom with diverse learners.

The study demonstrates how incorporating multimodality in English Language Teaching (ELT) effectively promotes diversity, equity, and inclusion by addressing the different learning preferences and needs of students. By using Katy Perry's song "Roar" as a core element, the lesson supported auditory, visual, and kinesthetic learners, ensuring that all students, regardless of their individual learning styles, could engage with and understand idiomatic expressions fairly. This multimodal approach not only embraced diversity by incorporating different modes of learning but also emphasized equity by giving all students equal chances to succeed. What is more, it fostered inclusion by creating a classroom environment that valued each student's voice and allowed for full participation, making every learner feel seen and respected. By connecting real-life contexts with emotional and cognitive learning, the study highlights the importance of using diverse teaching techniques that empower all students, reinforcing equity and fostering an inclusive learning space where individual differences are embraced.

The results of this study closely align with existing research on multimodal and music-based instruction in language learning. The significant improvement in students' post-test scores after the intervention supports Mayer's (2009) and Siegel's (2014) findings that multimodal resources-such as combining audio, visual, and kinesthetic elements-enhance students' comprehension and retention, especially when dealing with abstract language features like idioms. The focus group findings further reinforce the value of addressing diverse learning

preferences in the classroom, echoing Fleming and Mills (1992) and Dunn and Dunn (1993), who argue that tailoring instruction to auditory, visual, kinesthetic, and social learners can lead to higher engagement and improved outcomes. Additionally, the positive impact of integrating the video into the lesson is consistent with Medina (1993) and Murphey (1992), who highlight the effectiveness of music in boosting vocabulary acquisition, motivation, and classroom participation. The way students connected idioms to real-life situations through the song and related activities also supports Boers et al. (2017), who advocate for contextualized, multimodal instruction as a means to make idiomatic expressions more accessible and memorable. Overall, the findings of this study substantiate the literature by demonstrating that the use of songs and multimodal strategies not only improves idiom comprehension but also creates a more inclusive and motivating English language-learning environment.

6. Limitations of the Study

Several limitations should be acknowledged when interpreting the findings of this study. First, the sample consisted of only 22 preparatory-cycle students from a single institution, which limits the generalizability of the results to other educational contexts and learner populations.

Second, the study employed a one-group pre-test/post-test design without a control group. While the improvement in post-test scores suggests that the multimodal intervention may have contributed to students' learning, it is not possible to establish a direct causal relationship between the intervention and the observed gains. Other factors, such as increased familiarity with the testing format, additional exposure to English outside the classroom, or normal language development, may also have influenced the results.

Third, the intervention was conducted over a relatively short period of time and focused on a single song. Future research could involve larger samples, control groups, longer interventions, and a wider range of multimodal resources to provide more robust evidence regarding the effectiveness of music-based multimodal instruction in English language teaching.

7. Conclusion

To conclude, the analysis of the pre-test and post-test scores indicates a significant improvement in language skills after the intervention involving the song. The mean score before the intervention was notably lower than after, demonstrating a clear enhancement in students' understanding of idiomatic expressions. Furthermore, the focus group discussions revealed how

different learning preferences influenced student engagement and comprehension, emphasizing the song's effectiveness for diverse learners. Thus, the study suggests the potential effectiveness of integrating multimodality into English Language Teaching (ELT), as evidenced by the notable improvement in students' language skills and their engagement during lessons. By employing diverse teaching strategies that address various learning styles, the study demonstrates how a multimodal approach can create an inclusive and equitable classroom environment, allowing every student's voice to be valued and heard. However, the results should be interpreted with caution due to the relatively small sample size and the absence of a control group, which limit the generalizability of the findings. Nevertheless, the findings suggest that ELT practitioners can benefit from incorporating authentic multimodal materials, such as songs and music videos, to enhance learner engagement and facilitate the teaching of idiomatic language. Curriculum designers may also consider integrating multimodal activities into language programmes to accommodate diverse learning preferences and promote inclusive learning environments.

Disclosure Statement

The authors declare that there is no conflict of interest regarding the publication of this article. No financial, personal, or professional relationships have influenced the research, analysis, or conclusions presented in this work.

Notes on Contributors

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Appendix A: Pre-Test Pro

Write a short paragraph describing a memorable personal experience. Use clear and coherent sentences with appropriate vocabulary and grammar. No idiomatic expressions are required.

Appendix B: Post-Test Prompt

After listening to and discussing the song, write a reflective paragraph about a situation in which you felt confident, empowered, or resilient. Use at least three idiomatic expressions discussed during the lesson.